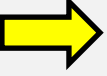
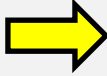


Greenfields Academy (Primary) - Long Term Planning – Writing

Academic Year Overview 2021/22 – Primary 1

Term	Autumn		Spring		Summer	
	1	2	3	4	5	6
 	Sentence Building	Information Texts	Poetry on a Theme	Novel as a Theme 'The Enchanted Wood – Enid Blyton'	Recounts - Biography (Captain Thomas Cook)	Personal Writing - Letters
	Personal Writing – Diaries	Recounts - News Report	Genre	Book Review	Narrative – Story Writing	Instructions
Weekly Sequence	KEY: C - Coverage N - New Learning R - Recall of prior learning A - Assessment					
1	C – Descriptive Writing N – I can identify adjectives, nouns and verbs. N – I can select interesting adjectives to describe a dinosaur.	C – Information Texts N – I can use different information texts to find specific information about dinosaurs.	C – Poems on a Theme N -I can explore poetry. N- I can identify rhyming words. N – I can identify and write rhyming couplets in poetry.	C – Enid Blyton N – I can explore a front cover. N – I can explore a blurb. N – I can make predictions. N – I can talk about the author.	C – Biography N – I can read a biography and autobiography N – I can answer questions about a person’s life (Thomas Cook) using a biography. N – I can identify key difference between a biography and autobiography.	C – Letters N – I can compare formal and informal letters. N – I know the key features of an informal letter. N – I can use pirate slang.
2	C – Descriptive Writing	C – Information Texts	C – Poems on a Theme N – I can read and analyse an acrostic poem	C – Enid Blyton N – I can identify adverbs and adjectives.	C – Biography	C – Letters N – I know the basic layout of an informal letter.

	<p>N – I can build descriptive sentences about dinosaurs.</p> <p>N – I can use full stops, capital letters, question marks and exclamation marks in dinosaur sentences.</p> <p>N – I can build descriptive compound sentences about dinosaurs.</p>	<p>N – I can know the difference between fact and option</p> <p>N – I can use interesting conjunctions.</p> <p>N – I can find statistics and quotes about dinosaurs.</p> <p>N – I can use technical vocabulary.</p>	<p>N – I can plan an acrostic poem about a Woodland animal.</p> <p>N - To write an acrostic poem about a Woodlands animal.</p> <p>N - To evaluate my own and my peers' work.</p>	<p>N – I can find specific information in a narrative.</p>	<p>N – I can identify and use key features of a biography.</p> <p>N – To research events in Thomas Cook's life.</p> <p>N – To build paragraphs</p>	<p>N – I can identify key features within an example.</p> <p>N – I can correctly write an address.</p> <p>N – I can write an informal letter from a pirate.</p>
3	<p>C – Descriptive Writing</p> <p>N – I can use similes about dinosaurs.</p> <p>A – I can build descriptive paragraphs about dinosaurs.</p>	<p>C – Information Texts</p> <p>N – I can plan and create an informative leaflet/poster about a chosen dinosaur/dinosaur period.</p>	<p>C – Poems on a Theme</p> <p>N – I can explore and comment on narrative poetry.</p> <p>N – I can use alliteration and similes.</p>	<p>C – Enid Blyton</p> <p>N – I can create a character grid and analyse characters.</p> <p>N – I can describe a character.</p> <p>N – I can write a paragraph.</p>	<p>C – Biography</p> <p>N – I can use passive voice</p> <p>N – I can use past tense pronouns</p> <p>N – I can build an introductory paragraph for a biography</p>	<p>C – Instructions</p> <p>N – I can identify and use some key features of instructions.</p> <p>N – I can recognise and use some time conjunctions.</p>
4	<p>C – Dairies</p> <p>N – I can identify a diary by its features.</p> <p>N – I can differentiate between past, present and future tense.</p>	<p>C – News Reports</p> <p>N – I know and can identify features of a newspaper report.</p> <p>N – I can find specific information within a report.</p>	<p>C – Poems on a Theme</p> <p>N – I can plan a narrative poem about a Woodland.</p> <p>A – I can write a narrative poem.</p> <p>N – I can use layout and images to add meaning to my poem.</p>	<p>C – Enid Blyton</p> <p>N – I can find specific information within a narrative</p>	<p>C – Biography</p> <p>N – I can plan a biography for Thomas Cook.</p> <p>A – I can write a biography for Thomas Cook.</p> <p>N – I can evaluate and improve my own work.</p>	<p>C – Instructions</p> <p>R – I can plan a set of instructions.</p> <p>N – I can write a simple set of instructions (linked to topic work).</p> <p>N – I can check my work by following my own instructions.</p>
5	<p>C – Dairies</p> <p>N – I can differentiate between first, second and third person.</p>	<p>C – News Reports</p> <p>R – I know and can identify features of a newspaper report.</p>	<p>C – Genre</p> <p>N – I can list different genres and their features.</p>	<p>C – Enid Blyton</p> <p>N – I can identify dialogue in a text.</p> <p>N – I can use speech marks.</p>	<p>C – Story Writing</p> <p>N – I can identify structure within a story.</p> <p>N – I can create a main character.</p>	<p>Enrichment and Transitions</p>

	N – I can explore the same event from different perspectives (dairy of a predator vs prey).	N – I can identify bias within a newspaper report. N – I find identify facts, statistics, and quotes in a news paper report.	N – I can identify books by their genre and give reasons for my choice.	N – I can create a storyboard.	N – I c an describe a setting.	
6	C – Dairies N – I can plan and write a dairy entry (fro the perspective of Mary Anning after finding her first fossil).	C – News Reports N – I write an introductory paragraph. N – I can plan a news report. A – I can write a news reports for the extinction of the dinosaurs event.	C – Genre R – I can list different genres and their features. N – I can identify film trailers by their genre and give reasons for my choice. N – I can write a story opener in a given genre.	C – Enid Blyton N – I can use a book review to find information. N – I can plan and write a book review.	C – Story Writing N – I can plan and write a short story.	Enrichment and Transitions

Skill Check

Writing Composition	<i>Plan their writing by:</i> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.	<i>Draft & write by:</i> Organising paragraphs around a theme In narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices [for example, headings and sub-headings.	<i>Evaluate & edit by:</i> Assessing the effectiveness of their own and others' writing and suggesting improvements; proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.	<i>Plan their writing by:</i> Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. <i>Draft & write by:</i> Organising paragraphs around a theme. In narratives, creating settings, characters and plot.	<i>Draft & write by:</i> Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)	<i>Evaluate & edit by:</i> Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.
Writing Transcription	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>	<i>See ability group spelling planning.</i>
Vocabulary, punctuation and grammar	Extending the range of sentences with more than one clause by using a	Using the present perfect form of verbs in contrast to the past tense.	Choosing nouns or pronouns appropriately	Using conjunctions, adverbs and prepositions to express time and cause.	Using fronted adverbials using commas after fronted adverbials.	Indicating possession by using the possessive

	wider range of conjunctions, including when, if, because, although.	Using and punctuating direct speech.	for clarity and cohesion and to avoid repetition.			apostrophe with plural nouns.
Handwriting and presentation	<ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined. • Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 					
Spoken Language	<ul style="list-style-type: none"> • Listen and respond appropriately to adults and their peers • ask relevant questions to extend their understanding and knowledge. • Use relevant strategies to build their vocabulary. • Articulate and justify answers, arguments and opinions. • Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. • Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas. • Speak audibly and fluently with an increasing command of Standard English. • Participate in discussions, presentations, performances, role play, improvisations and debates. • Gain, maintain and monitor the interest of the listener(s). • Consider and evaluate different viewpoints, attending to and building on the contributions of others • Select and use appropriate registers for effective communication. 					

